Tenure-Track Search Process Guide

GUSTAVUS ADOLPHUS COLLEGE, 2019-20

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1.0 INTRODUCTION

Herein are guidelines for tenure-track searches. The process has two purposes: to ensure that the college's needs are met and to pursue our goals of having Gustavus faculty whose diversity reflects that of our students. The following policies and procedures guide our search processes and promote inclusive excellence in search processes.

<u>Actions and principles guiding the tenure-track search process:</u>

1. We actively recruit, rather than wait for candidates to find us.
2. We carefully craft position announcements; from these, we derive search criteria and develop evaluation rubrics.
3. We use inclusive practices throughout the recruitment and search process.
4. We ensure enough time to fully engage each application. Best practice suggests a multi-stage short-listing process that allots 20 minutes per application at each stage.

You can expect regular updates to these guidelines based on feedback received from the FADEI (the Kendall Center's Faculty Associate for Diversity, Equity, and Inclusion), the President's Council for Diversity, Equity, and Inclusion, faculty search process stakeholders, and the Office of Human Resources.

Hiring new faculty is some of the most important work we do; I thank you for your careful attention to this process.

Brenda Kelly
Provost and Dean of the College

2.0 LEADING AN EFFECTIVE SEARCH COMMITTEE

2.1 INITIATION OF A TENURE-TRACK SEARCH

Departments submit a Tenure-Track Faculty Position Request Form (available from Shanon Nowell) to the Provost's Office in early March for tenure-track searches they hope to conduct in the subsequent academic year. After consultation with the President, Deans, and the Faculty Senate, positions are authorized by the Provost.

2.2 ESTABLISH THE SEARCH COMMITTEE

<u>The search chair:</u> Any tenured member of a department/program may serve as chair. The search chair must ensure that they will have the time/capacity to devote to the search during the upcoming fall semester, when the bulk of the work will be done.

<u>Tenured and Tenure-Track Faculty Members:</u> All tenured and tenure-track departmental faculty members should participate in all stages of the search. Exceptions include faculty members on sabbatical who choose not to participate, faculty who currently hold administrative positions, and faculty who have declared an intent to retire in the next two years. If searches involve multiple

departments, please consult with your dean regarding appropriate representation from each department.

<u>Interdisciplinary Program Representation:</u> If the position includes courses contributing to an interdisciplinary program, include at least one non-departmental member of that interdisciplinary program on the search committee. (Interdisciplinary program members may not do double-duty as LASRs.)

<u>Non-Tenure-track Faculty:</u> Continuing Faculty are encouraged, but not required to participate. Visiting faculty are neither required nor encouraged to participate.

<u>The Liberal Arts Search Representative (LASR):</u> The LASR performs four essential functions:

1. Th LASR provides a constructive voice in the search committee deliberations. It can be very helpful to have an outsider's perspective unencumbered by disciplinary or departmental history. The presence of the LASR encourages open dialogue during search committee deliberations. The LASR's presence reminds search committees that finalists should be excellent faculty colleagues for the college as a whole, not simply the department.
2. The LASR highlights our commitment to the liberal arts and collegiality to candidates beyond the department. The LASR provides a welcoming presence and introduction to the campus community as a whole.
3. The LASR helps ensure that college guidelines in hiring practices are followed. Most departments do not conduct a tenure-track search very often; LASRs offer a source of continuity for searches across campus and knowledge of current hiring processes.
4. The LASR serves as the diversity advocate to help ensure that the search gives due consideration to all candidates. Although all members should be trained on issues of diversity and affirmative action, the diversity advocate helps the committee stay focused on these efforts. A specific action that a person in this role could take would be to review the applicant pool and candidate shortlist to ensure adequate representation of women/underrepresented minorities. Another action for this individual is to ensure that each candidate is asked about his or her demonstrated commitment to diversity.

LASRs are voting members of search committees, participate in all committee deliberations, and engage in all aspects of the on-campus candidate visits. The LASR must be present at all committee meetings, including those to craft the position description and evaluation rubric.

<u>Appointing a LASR</u>: After consultation with the department, search chairs should propose 3-4 tenured faculty members from outside the division to the Dean. You may obtain a list of LASRs who have served in recent years from your Dean. Deans will consider proposed LASRs as well as additional qualified faculty members. LASRs are invited to serve by the Dean, and appointed to the search committee by the Provost's Office.

<u>Students:</u> Students should be present for teaching demonstrations and, ideally, for research presentations. Student feedback should be sought out and shared with the search committee.

Departments may also invite students to informal meetings with each candidate, such as lunch on campus or a reception. If it is the practice of the department for a student to serve as a formal member of the search committee, the confidential nature of search processes must be explained to the student.

2.3 SCREENING SUBCOMMITTEE

In mid-size to large departments and/or in departments that expect to receive large numbers of applications (50+), the department may choose to form a screening subcommittee to conduct some aspects of applicant review prior to consultation with the full search committee. The screening subcommittee should be chaired by the search chair, must include the LASR, and should, where possible, include attention to gender balance, range of years of service, and members of underrepresented groups. The full committee must agree to abide by the screening performed by the subcommittee. To that end, the search committee must agree in advance, on the tasks that have been assigned to the subcommittee. In most cases, the screening subcommittee eliminates candidates who do not meet the minimum requirements for the position, and identifies the top 1/3 of candidates who are then considered and evaluated by the full search committee.

2.4 CONFIDENTIALITY

All materials that candidates submit are confidential and may not be shared with anyone without a direct role in the search (i.e., the search committee, the Dean, the Provost). All search committee conversations are confidential and may not be shared with anyone without a direct role in the search. This rule of confidentiality remains in place after the candidate is hired. If search committee members are asked about the search process by a candidate, they should refer that person to the search chair. Search chairs should update candidates about search process and timeline. Search chairs should discuss confidentiality with the departmental administrative assistant as well as any student worker asked to handle application materials. Search committee members may know candidates or candidate advisors, references, etc. Search committee members may not gather information that is not part of the candidate's file (e.g., searching social media). This is true for all stages of the search.

2.5 DOCUMENTATION

The search committee chair or departmental administrative assistant must keep complete records, including all job advertisements, on-campus interview schedules, form letters, and committee meeting times and locations. The documentation must demonstrate that Gustavus has made good faith efforts toward outreach and an equitable search process.

2.6 RESOURCES

The following resources are available online:

- Example timeline (based on 50 applications)
- The Liberal Arts Search Representative (LASR)

3.0 SELECTION CRITERIA AND THE POSITION ANNOUNCEMENT

3.1 ESTABLISH CRITERIA FOR THE POSITION

The selection criteria reflect the refined understanding of the minimum and preferred qualifications and any additional job-related criteria outlined in the position announcement. They result from search committee discussion and clarification prior to the screening of applications.

The selection criteria are used by search committees as the main reference point for the application screening process and provide the framework through which to consistently evaluate candidates. Selection criteria must be directly related to the needs of the position as reflected in the position announcement. Selection criteria will fall into one of two categories: minimum or preferred qualifications

Minimum (required) qualifications should reflect those skills, knowledge and ability requirements that are minimally required to effectively perform the duties of a position. Care should be taken to limit required qualifications to those that are minimally required to avoid eliminating candidates who may have relevant and transferable experience that would bring value to the organization.
Note: Required qualifications are binary, a candidate either meets the requirement or not, based on an objective review. The College cannot hire a candidate who does not meet all of the required qualifications – there are no exceptions.

Preferred qualifications should reflect the additional measurable and job-related levels of experience, education, and/or specific skills that would strongly enhance an individual's ability to perform the duties and responsibilities of the position.

Required and preferred qualifications need to be carefully considered. They provide the foundation for selection criteria that are developed to screen and evaluate candidates in the search process. As you identify each qualification, consider how you will measure whether, or to what degree, it has been accomplished.

Qualification/Criteria	Question to Evaluate Selection Criteria
Demonstrated commitment to undergraduate teaching.	What are the indicators of “demonstrated commitment to undergraduate teaching”?
Ph.D. in X or related field.	What is considered a “related field”?
Ability to work effectively with students, faculty and staff from diverse backgrounds.	How will this ability be measured?
Sympathy with the liberal arts.	How will this ability be measured?

Based on the selection criteria, the committee will create a rubric for evaluation of all applications. All search committee members must use the agreed-upon rubric to evaluate candidates.

3.2: DEVELOP THE POSITION ANNOUNCEMENT

A well-crafted position description:

- Signals to candidates the institutional commitments and departmental or program values regarding academic excellence, teaching, diversity and inclusion, scholarship, and service;
- Communicates to candidates what evidence the search committee requires to demonstrate they are qualified for the position; and
- Provides a template for developing the selection criteria, or selection matrix, used to evaluate candidates.

In order to craft an effective and inclusive position announcement:

- Start with the newly defined position that addresses current and future needs, rather than making minor changes to an announcement used for a previous search.
- Ensure that each stated qualification is directly related to identified needs and functions of the position. To ensure a direct connection, consider why each stated qualification is needed. Limit required qualifications to those that a candidate absolutely must have to be able to perform the functions of the position, listing all others as preferred qualifications or desired attributes. Note that the Provost's Office includes a required qualification that speaks to the candidate's ability to work effectively with diverse groups of students, faculty and staff. Sample language is provided in section 3.4; you can use any one of these options, although this qualification is most meaningful when a department takes the time to craft a statement that reflects how such a qualification is consistent with the departmental mission and goals.
- Deliberately consider the breadth of means by which a candidate might meet the needs of the position and define qualifications broadly enough to be able to consider that additional information (e.g., a degree in a related discipline, or related professional experience from outside of academia). Identify attributes that are necessary or relevant to success in the position (the ability to teach specific courses, if required; the ability to mentor undergraduate research; the ability to collaborate with and complement the strengths of an interdisciplinary team; etc). Don't assume that required credentials translate to those performance abilities.

3.3 MARKETING THE POSITION (I.E., READING THE POSITION ANNOUNCEMENT AS A CANDIDATE)

The position announcement will serve as a first introduction of the position (and the College) to many prospective candidates. First impressions are important. An effective position announcement will generate interest in the position, the department and the institution, and will give your search an edge in attracting the best available candidates. The search chair should look carefully at the department's web site before the ad is placed to make sure that the description of the department is accurate, inclusive, and conveys a commitment to diversity and excellence.

- Make the announcement **clear and focused**. Briefly **convey relevant department initiatives** and other information that is likely to generate interest in the position. A position in a department with vision, one that aspires toward innovation and improvement, one that is student-centric, is more likely to attract candidate attention.

- Provide context as to **how the position fits within the college as a whole** – including opportunities for collaborative working relationships. This broader information can allow candidates to envision how they might contribute across the college. This is particularly true in new or cross-disciplinary areas.
- **Specifically address the importance of diversity to the position** for which you are searching. For tenure-track positions, relevant job performance attributes might include the demonstrated ability to mentor and support students from diverse backgrounds, cross-cultural communication skills, experience with different teaching strategies and learning styles, or a research agenda that addresses or incorporates issues that involve or affect diverse groups.
- In describing the institution and surrounding community, **be mindful of who may or may not see themselves as included** in that description. Craft your description of the possible attributes of the community to be as inclusive and as authentic as possible.

3.4 POSITION ANNOUNCEMENT TEMPLATE

The search ad template is available for download, or can be requested from Shanon Nowell (snowell@gustavus.edu). This represents the college's approved language for advertising faculty positions. Sections in black may not be changed without a conversation with your Dean. Sections in red are to be filled out by the department.

In crafting the departmental sections, the following language may be helpful.
Departmental Commitment to Diversity:

- "Experience working with people from diverse backgrounds and a demonstrated commitment to pedagogical methods that enable students across racial, ethnic, and socio-economic groups to reach their maximum potential."
- "The department/program seeks candidates whose research, teaching, or service has prepared them to contribute to our commitment to diversity and inclusion in higher education."
- "The department/program is interested in candidates who have a record of success advising and mentoring individuals from groups underrepresented in higher education."
- "The department/program is interested in candidates who will bring to their research the perspective that comes from a nontraditional educational background or understanding of the experiences of those underrepresented in higher education."

Inviting Applicants to Address Diversity in their Letters of Application

- "In their cover letters, applicants are encouraged to describe how their scholarship contributes to building and supporting diverse communities."
- "We are particularly interested in candidates from underrepresented groups with a demonstrated passion working with diverse student and community populations. We encourage applicants, in their letter of application, to address how they will further this goal in their teaching, scholarship, and/or service."
- "Successful candidates will demonstrate competency and sensitivity in working in an academic community that is diverse with regard to gender, race, ethnicity, nationality, sexual orientation, and religion."

- "Given the college's mission and student body composition, the successful applicant will demonstrate experience and effectiveness in teaching and mentoring first-generation-to-college students, particularly Hmong and Somali students."

Family-Friendly Language

"The department welcomes applications from individuals who may have had nontraditional career paths, or who may have taken time off for family reasons (e.g., children, caring for disabled or elderly family), or who have achieved excellence in careers outside of academia (e.g., in professional or industry service)."

3.5 CRAFTING A RUBRIC FOR CANDIDATE EVALUATION

With a completed job advertisement, the committee should begin crafting a rubric to evaluate candidate applications. If your position announcement asks for "excellence in teaching," how will that be measured? Each job aspect addressed in the minimum and preferred qualifications in the job ad should be given benchmarks of quality. The resulting rubric will help ensure that candidates are compared consistently across the candidate pool and that committee members are comparing candidates consistently across the committee.

See the Resources section for a sample evaluation rubric.

The committee's evaluation rubric and draft position announcement must be submitted to and approved by the Provost's Office together.

3.6 RESOURCES

The following resources are available online:

- Sample evaluation rubric
- Sample candidate grid

4.0 ACTIVELY RECRUIT AN EXCELLENT AND DIVERSE POOL OF APPLICANTS

Placing job ads in discipline-specific or general-purpose venues such as the *Chronicle of Higher Education* is necessary but not sufficient for attracting the best candidates and the most diverse applicant pool. In some areas of the country, small liberal arts colleges are less well known and are not always seen as desirable places for high quality faculty. Dissertation advisers at some Research I universities may not think of small liberal arts colleges as the top places for their graduate students. In addition, prospective applicants may have concerns about Gustavus's rural location. To attract outstanding colleagues, we must face these challenges and take the initiative to build the strongest applicant pool possible.

Creating a large pool of qualified candidates is the single most important step in conducting a successful search. The most successful searches involve well-organized department-wide efforts that extend beyond publishing an ad and evaluating responses to the ad. Ultimately, it is the responsibility of all members of the department/program to actively recruit a strong and diverse pool of applicants.

4.1 BUILDING A DIVERSE POOL OF APPLICANTS THROUGH ACTIVE RECRUITING

Each fall the College places a block ad that lists all tenure-track searches in the *Chronicle of Higher Education* and *Diverse Issues in Higher Education*. The full position announcement appears on the Gustavus Human Resources website, *LatinosInHigherEd.com*, *UpperMidwestHERC.org*, the Consortium for Faculty Diversity website, and the National Registry of Diverse and Strategic Faculty. The Human Resources Office submits all job announcements to *HigherEdJobs.com*.

After the ad has been posted, **active recruiting begins for all members of the search committee. Divide responsibility across committee members to pursue the following recruitment strategies**. Search chairs should collect and coordinate outreach efforts to ensure that all appropriate strategies are employed and to facilitate broad and inclusive outreach efforts.

1. Identify the five to seven graduate programs that graduate the largest numbers of underrepresented scholars in the area of the hire. (See Faculty Pipeline and Survey of Earned Doctorates.) Reach out to the Director of Graduate Studies at these schools, send the ad, and **request the names of potential applicants. Contact those applicants with a personal email.** (Note: contacting potential applicants directly and personally is far more likely to yield a candidate than a Director or Dean sending the ad to all graduate students.)
2. Search chair and all committee members reach out to colleagues at institutions that have diverse faculty and students to identify high-potential underrepresented minority and/or female candidates and encourage them to apply to the position. Asking committee members to pursue at least five **specific** outreach contacts can significantly impact the candidate pool. Again, note that contacting potential applicants directly and personally is far more likely to yield a candidate than a generalized message.
   a. Write to historically Black, predominantly Latinx, and tribal colleges and universities to secure list of doctoral students in the appropriate field.
   b. Women and/or historically underrepresented faculty whose work you, your colleagues, or students admire, should be asked to recommend candidates. Search committee members will then contact and invite the nominees to apply.
   c. Ask current faculty and alumni to help market positions by taking copies of job ads to conferences and meetings.
   d. Ask all members of the department/program to contact their colleagues at other institutions to inquire about promising graduate students, post-docs, or visiting faculty colleagues from underrepresented groups.
3. The committee will be given access to the Consortium for Faculty Diversity website where the committee should peruse candidate files and invite specific candidates to apply.
4. Advertise broadly, including to interest groups with diverse faculty audiences.
   a. Advertisements can be posted in publications that specifically target women and/or historically underrepresented groups.
   b. Mailing lists for women and underrepresented minority caucuses within professional associations can be another way of disseminating information of the position. There are also databases of CVs of African-American faculty who wish to be considered for

positions at other universities. See, for example, that maintained by the *Journal of Blacks in Higher Education*.

   c. Alumni publications and affirmative action offices of women's colleges, historically black colleges and universities, and other institutions that have a strong track record of serving Hispanic and Native American students are good places to advertise the faculty position. Contact the National and/or State Black or Hispanic Caucus organizations.

5. Take advantage of social media (e.g., Facebook, Twitter, LinkedIn) to attract a broader pool of applicants by distributing the ad through a committee member's or academic organization's account, and/or by reaching out to prospective applicants directly through their accounts.

See the Resources section for templates for soliciting applications and nominations.

4.2 RESOURCES

The following resources are available online:

- Recruiting and networking resources
- Possible Additional advertising venues
- Templates for soliciting applications and nominations

5.0 ENSURE A FAIR AND THOROUGH REVIEW OF APPLICANTS

Prior to beginning to review applications, the search committee meets with the Dean and FADEI. They will introduce the committee to the candidate review process and provide committee members with approaches to interrupting bias during the application review. Research has shown that when decision-makers learn about hiring biases they are more likely to evaluate candidates in an equitable and fair manner. All search committee members should be present for this meeting. Any member who is unavailable will need to attend a meeting of another department/program that is conducting a search.

5.1 CANDIDATE FILE ACCESS

In order to ensure equal consideration for all candidates, candidate files will be made available to committee members only after the application deadline has passed. If the candidate pool at the time of the posted application review date does not broadly reflect the diversity of recent doctoral (or appropriate terminal degree) recipients in the discipline/subfield (as compiled in the Survey of Earned Doctorates), the Dean will extend the application deadline and ask the committee to continue their active recruiting efforts. Departments with concerns about the applicability of the Survey of Earned Doctorates data to their search are encouraged to provide an alternative data source to their Dean for consideration.

Only complete applications will be considered. Google Drive has been established as the tool for sharing candidate files within the search committee. The search committee may not search for further candidate information online or from colleagues. Only information contained in the file, conversations with referees, and evaluated components of on-campus visits may be considered. Considering external information can lead to unfair advantages or disadvantages for candidates.

5.2 SELECTING APPLICANTS WHO MEET MINIMUM QUALIFICATIONS

The day after the close of applications, search committee (or a subgroup of it consisting of at least two members including the LASR), or screening subcommittee, reviews all applications to determine (1) which applications are complete and (2) which applicants meet the required qualifications.

Only complete applications may be considered by the search committee. Candidates who have submitted some portion of the materials are not considered until the application is complete. Complete applications are then reviewed to determine which candidates meet the required qualifications. Candidates are only excluded at this stage if they do not meet the required qualifications.

The remaining list of qualified applicants is given to the search committee or is considered by the screening subcommittee.

5.3 EVALUATING APPLICANTS WHO HAVE MET THE MINIMUM REQUIREMENTS

Please expect that this stage and the next stage of reviewing applications will take a significant amount of time. Anticipate spending 20 minutes with each application during each of the next three phases. This means that if you have 50 applicants who meet the required qualifications, you will need 17 hours to review applications.

Each member of the screening subcommittee (or search committee) reviews the applications for all applicants who meet the required criteria and completes the candidate rubric ranking grid. The completed grid will give a clear picture of candidate evaluations and the reasons for those evaluations (please see the resources section for examples). In considering applicants in this stage, the committee members should look for reasons to continue considering applicants for the position. Look for strengths, aim to include, using specific evidence from applications.

Each committee member works through one category of the rubric (teaching, scholarship, service, diversity, etc.) at a time for all applicants. For example, if the first three criteria on the search grid reference teaching, committee members evaluate each applicant against those criteria only and note the scores, along with the evidence supporting them, in the search grid. Then, committee members move onto the next set of criteria addressing a single area (i.e., scholarship). Committee members evaluate each applicant according to those criteria and then continue category by category, evaluating all applicants in each category before moving to the next. This strategy reduces the bias associated with reading one application at a time and rating the candidate as a whole.

All members of the screening subcommittee (or search committee) need to review each application. If you have a large number of applications, you can assign responsibility for a thorough and detailed review of a subset of the rubric to groups of at least two people (so two people could be assigned to evaluate the teaching components of the rubric in detail for all candidates, while two others are assigned the scholarship criteria in the rubric, and so forth). Each criterion and each application must have a detailed review by at least two members of the screening subcommittee and every member should review every application (even if they review just one criterion).

While these rubrics often use a 0-3 ranking or "does not, meets, or exceeds expectations," neither individual committee members nor committees as a whole should tabulate a score for each candidate.

Committees may be tempted to use the evaluation rubric as they might use a rubric designed for grading coursework or reviewing grant proposals: to rank applications based on total scores. It is important to stress, however, that the rubric is a tool to help maintain consistency and fairness in the review process, that is, to minimize bias either in favor of or against particular applicants. The rubric is not a substitute for active committee deliberations. As an example, tabulating candidate scores may ignore the fact that certain preferred criteria are weighted heavier than others. **In other words, the purpose behind the rubric is not to quantitatively generate a phone interview list. The purpose of the rubric is to provide quantitative evidence for the qualitative conversation among the search committee members that leads to a phone interview list.** The screening or search committee meets to discuss and evaluate the list of those candidates who met the required and many of the preferred qualifications of the position.

USING THE EVALUATION RUBRIC AS A TOOL FOR DISCUSSION

Committee members should come to the next rubric reviewing meeting prepared to discuss the relative merits of specific applicants, and the review process should allow committee members opportunities to discuss any applications they find have merit, regardless of assigned total scores or rankings. In other words, the top 30 candidate scores on the rubric do not have to be the top 30 candidates in the next stage of the search process.

5.4 NARROWING TO THE TOP-THIRD CANDIDATES

Once each member of the screening subcommittee (or search committee) has evaluated each minimally qualified candidate though the rubric, schedule a meeting to create a "top-third" list. This list should include at least 1/3 of the minimally qualified applicants (so 33, if there are 100 applications that have met the required qualifications).

As the screening or search committee begins to narrow to its top-third list, committee members should consider whether the list reflects the diversity of the applicant pool (along multiple dimensions). If the top-third list differs significantly from the applicant pool, committee members may wish to consider re-reviewing applications.

As the screening or search committee discusses each candidate, the search chair (or designee) should record a detailed explanation for each applicant who does not advance in the selection process. This will facilitate the preparation of final hire paperwork and also assures that the decision-making process can be reconstructed should the process be questioned.

Once the top-third list has been generated, this information is shared with the entire search committee (if you have been using a screening subcommittee).

REQUEST FOR ADDITIONAL MATERIAL (IF RELEVANT)

Departments that expect to receive a large number of applications (75+) do not always request all relevant material in the original position announcement. After the pool has been narrowed to an initial top-third, the search chair may contact candidates still in contention and request additional materials. This might include writing samples, teaching evaluations, and/or transcripts. The request for additional materials should be made by email to individual candidates.

5.5 INTERNAL AND KNOWN CANDIDATES

INTERNAL CANDIDATES

Candidate pools often include one or more people who are known to members of the search committee, including faculty teaching at Gustavus in a temporary position. Internal candidates must be treated fairly and equitably, which means neither advantaging nor disadvantaging them in the process. The following list is intended to clarify how internal candidacies ought to be handled in order to ensure fairness and equity in the process.

Applications

- Internal candidates may be invited to apply for a tenure-track position, just as off-campus individuals may be invited to apply. In all cases, the invitation should not imply a promise of the job or even an on-campus interview.
- Department members should not influence internal candidates' decisions about whether to apply for the position. Even if you are asked directly about whether the person should apply, you should not venture advice or an opinion regarding that decision. Direct the individual to the search chair.
- Internal candidates must submit a new application and materials as requested in the job announcement.

While internal candidates may choose to include members of the Gustavus community as professional references, **faculty on the search committee cannot act as a reference for a candidate who is part of the applicant pool for the search in which they are participating.** If a faculty member would like to serve as a reference for the internal candidate, the faculty member may discuss their desire to remove themselves from the search committee with the Dean. Gustavus faculty who are not on the search committee may serve as a professional reference for an internal candidate.

Phone/Video Interviews

- Fairness and equity require that internal candidate telephone interviews be conducted consistent with those for external candidates.

On-Campus Interviews

- If the internal candidate is invited for an on-campus interview, each element of the interview schedule should be the same as for external candidates, with the exception of the overnight stay at the Guest House (an invitation to stay at the Guest House should be made and the internal candidate may elect to stay at the Guest House, or may decline the invitation).

- Internal candidates must conduct a teaching demonstration under the same circumstances as an external candidate. Specifically, **the demonstration cannot be held in a section of a course currently being taught by the internal candidate. External candidates should not be asked to conduct a teaching demonstration in the class of an internal candidate, whether or not the internal candidate has progressed to an on-campus interview.**
- Student feedback about the internal candidate may not be solicited in any manner other than those available to external candidates.
- When an external candidate comes for the campus visit, it is appropriate to inform the internal candidate of the date of the visit and your expectation of the internal candidate that they limit hours in the department during the visit.
- **Internal candidates, regardless of how far they progress in the search, should not attend teaching demonstrations, research presentations, receptions, or other interview-related events for other candidates.**

Timeline and Search Updates

- Within reason, the same information should be provided to all candidates about the search process. Nothing about the search process should be communicated to the internal candidate that is not also communicated to external candidates. Department colleagues may find it difficult to refrain from talking with internal candidates about the search. The search chair/ department chair are responsible for communicating to all members of the department that this is inappropriate behavior that threatens the integrity of the search process.
- Internal candidates should receive notification of their place in the search pool within the same time frame as external candidates. For instance, if an internal candidate does not advance beyond the first screening, the chair of the search committee should communicate that information (in person) at about the same time that external candidates receive a letter/email with that information. The internal candidate should also receive formal notification.

CANDIDATES KNOWN TO ONE OR MORE COMMITTEE MEMBERS

- A member who knows a candidate should disclose this to the search chair at the beginning of the search process.
- If the committee member feels that their prior knowledge of the candidate will make it difficult for them to act as a fair and effective evaluator, they should share this concern with the search chair and Dean. The committee member can consider abstaining from their evaluation of the known candidate or step down from the search committee.
- If the committee member feels that they can effectively and fairly evaluate all candidates, they should refrain from sharing details about their knowledge of the known candidate unless and until that candidate is an on-campus finalist for the position.
- If the known candidate does make it to the finalist list, it is appropriate for the committee member to share their prior knowledge provided it is **first-hand knowledge that directly relates to the search criteria.**

5.6 EVALUATING TOP-THIRD CANDIDATES

If your search committee has been using a screening subcommittee, the full search committee now joins the process. Search committee members not on the screening subcommittee read through the candidate files of the top-third candidates identified by the screening subcommittee and complete the rubric. Remember the 20-minute rule: if you have 20 in your top-third pool, set aside 7 hours for review: 30 takes 10 hours, and so forth.

As was true for the screening subcommittee, each search committee member works through one category of the rubric (teaching, scholarship, service, diversity, etc.) at a time **for all applicants**. For example, if the first three criteria on the search grid reference teaching, committee members evaluate each applicant against those criteria only and note the scores, along with the evidence supporting them, in the search grid. Then committee members move onto the next set of criteria addressing a single area (i.e., scholarship). Committee members evaluate each applicant according to those criteria and then continue category by category, evaluating all applicants in each category before moving to the next. This strategy reduces the bias associated with reading one application at a time and rating the candidate as a whole.

If you have been using a screening subcommittee (or the entire search committee) to narrow to the top third group, members should re-review those applicants. The full search committee will meet to choose the most candidates from the "top-third" list to move on to the phone/video interview. The meeting to create a "top-third" list should be evidence-based. Search committee members should hold each other accountable for showing evidence of their evaluations that is directly related to the established criteria. As you review applications, remain aware of the research on implicit bias that identifies the tendency to look for and favor people like ourselves or those we are accustomed to seeing in similar positions. Committee members may also describe how the weighted particular preferred qualifications during the meeting. The phone/video interview list should include 6-12 candidates. If the phone/video interview list does not reflect the diversity of the applicant pool (along multiple dimensions), committee members may wish to consider re-reviewing applications.

5.7 CONDUCTING PHONE/VIDEO INTERVIEWS

Phone/video interviews provide an important opportunity for the search committee to learn more about top candidates and their qualifications. Reciprocally, interviews also provide firsthand interactions for candidates to learn more about the position, the department, and the College.

Given this two-way information gathering, it is important to design the interviews to accomplish the following two objectives:

1. Allow us to gather additional information about the candidate's strengths, limitations, and ability to serve our students;
2. Assure that each candidate has the opportunity to gather the information they need to make an informed choice about the fit of the position with their professional goals, strengths, and skill-set.

We recommend that the committee select a short list for phone/video interviews of six to twelve candidates. This allows for the committee to hear from a broad range of candidates, without an overwhelming number of interviews.

All interviews **must** be conducted via the same mechanism–all via telephone or all via Skype (or similar software). Search committees may decide which approach they prefer. Both have positive and negative ramifications. Phone interviews require less extensive resources and less familiarity with technology than video interviews, and mitigate against the bias that may occur upon seeing a candidate. However, for candidates for whom English is not a first language and/or for whom visual contextual cues are helpful for understanding, video interviews may be preferable.

You must use the same set of questions for all candidates during phone interviews. Please send the questions to the candidates 48 hours in advance of their interview along with the time allotted for the interview. This inclusive practice levels the playing field for those who may have a harder time processing auditory clues and allows candidates to think through their answers and budget their time. In addition, research shows that structured interviews, kept consistent across candidates, lessen the likelihood of bias. At least one of the questions during the phone interview should address the candidates' commitment to diversity. Please make sure that you allow time (at the end) for candidates to ask questions. The Resources section includes a set of sample phone interview questions from which you may choose to draw.

Contact the Telecommunications Office to arrange to have a speaker phone for these interviews. Not all rooms can be used for long-distance calls so be sure to check with them about the room in which the interviews will take place. The cost of telephone interviews is paid by the department.

PHONE INTERVIEW STRATEGIES

- Allow at least 30 minutes for a phone interview and a minimum of 10 minutes between phone calls. The 10 minutes between interviews allows time to fill out the individual rubric for each candidate at the conclusion of their interview immediately following the phone call. **Do not discuss impressions of the candidate with other search committee members. Evaluating each candidate after the individual interview minimizes the bias associated with evaluating candidates as a group. Do not compare candidates at this stage.**
- Ensure that all candidates, including those with disabilities such as deafness, will be able to participate. Designate a timekeeper to ensure that all questions can be asked and that time remains for the candidate to pose questions. **Only the questions sent to the candidates should be asked during the phone interview.** It is appropriate to ask a candidate a question that might clarify their response, but it is not appropriate to ask supplementary follow-up questions, if a question has been posed by the candidate. For example, if a candidate describes their scholarly work and uses a term that is unfamiliar to a member of the search committee (such as "I attend the CUR conference regularly with students," a committee member might ask, "What is CUR?"). A committee member should not ask a follow up question that is an extension of the response (i.e., "Tell me more about how you mentor undergraduate students," if the candidate did not provide this detail in their response.)

- Record the interview if not all committee members can be present. The committee should let the candidate know if they are recording. If an interviewee does not want to be recorded, then only the interviewers present can evaluate the candidate. The same interviewers should be present for each interview, ideally the entire committee.
- During the interview, have search committee members introduce themselves by name at the beginning of the interview and remind them to identify themselves when speaking.
- Offer to repeat or rephrase the questions if needed. If there is silence on the phone while committee members are making notes, or if other things occur in the room that may be confusing, let the candidate know what is happening.

5.8 REVIEWING PHONE/VIDEO INTERVIEWS

As soon as possible after the interview (ideally, immediately following), each member of the search committee scores each candidate's phone interview, using the agreed-upon rubric. Avoid evaluating candidates comparatively. Interview recordings should be made available to committee members not present for the interview.

5.9 COMMITTEE MEETING FOLLOWING THE PHONE INTERVIEWS

After the completion of candidate phone interviews, at a meeting of the search committee, the committee should discuss which candidates remain under consideration for the position. Ideally, approximately six candidates remain under consideration at this point, but depending on the number of phone interviews conducted, there may be fewer. If the list of candidates still under consideration does not reflect the diversity of the applicant pool (along multiple dimensions), committee members may wish to reconsider their evaluations of the phone interviews. The committee will conduct reference calls for all candidates still under consideration. If a committee member was unable to participate in phone interviews, they should not evaluate the candidates at this stage, but can be present at the meeting.

5.10 CONDUCTING REFERENCE CALLS

Substantial research indicates the prevalence and significant impact of bias related to letters of recommendation (for both letter writers and readers). In addition, "a long line of research supports the notion that reducing ambiguity by creating structure can lead to greater validity and less bias."[1] As a result, we no longer request, accept, or read letters of recommendations as a regular part of the search process; instead we ask that contact information for referees be requested rather than letters. While reference phone calls do not eliminate all problems with bias, the ability to provide recommenders with specific prompts related to the position requirements and the structured format of the calls mitigates against some of the known forms of bias.

References should be called for candidates still under consideration at the conclusion of phone/video interviews. Search chairs should inform candidates that you will be contacting their references and the approximate timeframe for that contact. References provide important perspectives, since they have

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[1] W. Morgan, K. Elder, E. King, "The emergence and reduction of bias in letters of recommendation", *Journal of Applied Social Psychology*2013, 43, pp. 2297-2306.

directly worked with candidates. The search committee can use references to address concerns or questions that exist after reviewing application materials, providing an opportunity to ask for specific information, to follow up where there is a lack of clarity, and to elicit specific examples.

Successful reference checks depend on thoughtful preparation:

- **Design a clear and well-structured process for contacting references.** When references are contacted casually and without a plan, it can contribute to inconsistency, introduce bias, and lead to conversations that touch on inappropriate areas of inquiry. This is particularly true when the reference is someone known to the search committee member. You may provide the references with the topical areas of the questions.
- **Each reference should be asked the same questions and detailed notes on answers must be taken and shared with the full search committee**.
- **Include multiple search committee members in reference calls.** While it is appropriate for the committee to divide up who is making the reference calls, calls should include at least two search committee members. This helps ensure that information is not missed or misunderstood.
- **Ask for specific examples.** Eliciting specific examples gives the search committee concrete information and minimizes the influence of possible bias entering the process via the person serving as the reference.
- **Contact multiple references – a minimum of two, and preferably three.** Input from a variety of references helps to elicit a multi-faceted view of the applicant. This can, for example, identify whether concerns raised by one reference are a pattern seen by many or the result of an isolated relationship or situation.

See the Resources section for additional information and a sample script for reference calls.

5.11 EVALUATION OF THE FINALISTS

After all search committee members have reviewed application materials, phone/video interviews, and reference check materials for all candidates, the full search committee meets to identify candidates to recommend for on-campus interviews. As you review applications, remain aware of the research on implicit bias that identifies the tendency to look for and favor people like ourselves or those we are accustomed to seeing in similar positions. As with previous meetings, the discussion should be based in the position criteria.

After the search committee has identified the top four to six candidates in the pool, the search chair–in consultation with the search committee–fills out the Candidate Recommendation Form and sends it to their dean. The form is available for download, or can be requested from Shanon Nowell (snowell@gustavus.edu). If the candidates recommended for on-campus interviews do not reflect the diversity of the applicant pool (along multiple dimensions), committee members may wish to reconsider their selections.

The form asks the committee to identify strengths and weaknesses of each candidate still under consideration and to indicate whether the committee would like to invite the candidate to campus. The committee can recommend inviting two or three candidates to campus. The Dean reviews the applications of the candidates listed on the form, and will discuss the candidates with the search chair via phone.

The Dean will not move forward on application review until the completed candidate recommendation form is received. In other words, an emailed list of names will not suffice.

Search chairs should plan for turnaround time of approximately 48 hours from the time that the Candidate Recommendation Form is received by the Provost's Office to the Dean's phone conversation with the search chair. Search chairs should not contact candidates whose files have been sent to the Provost's Office until after the conversation with the Dean. If the chair is contacted by one of those candidates, you can say that you will be coordinating campus interviewees within the week.

While the Provost's Office is reviewing the files, the search chair can work with the department, the LASR, and the Provost's Office to identify dates for the visit and begin constructing the interview schedule.

5.12 RESOURCES

The following resources are available online:

- Sample telephone interview script
- Sample interview questions
- Sample reference call script
- What if a candidate is known to one or more committee members?
- Internal candidates
- Candidate recommendation form
- Sample emails to applicants

6.0 ON-CAMPUS INTERVIEWS

Campus visits are a critical step in the selection process for the department/program and in the decision-making process for candidates. Therefore, thoughtful planning is crucial.

After the Provost's Office has approved the candidates for an on-campus interview, the search chair contacts each candidate to ascertain continued interest in the position and to identify dates for the campus visit. Follow-up contact to manage the details of the visit may be completed by the department's administrative assistant.

Even in the case of a "local" candidate, each candidate should be on campus for a minimum of 24 hours. An overnight stay should also be offered to local candidates, though they may choose not to avail themselves of this option.

At least 48 hours prior to the visit, and preferably earlier, candidates should receive a copy of the campus visit schedule along with an invitation for them to request time with others on campus, in particular those listed as welcoming community resource representatives included in the packet sent from the Provost's Office.

The on-campus interview schedule will contain opportunities which are evaluative and opportunities which are non-evaluative (i.e., a meeting the search committee will not consider when evaluating the candidate), and the schedule should indicate as such. Having both evaluative and non-evaluative components of the interview serves several purposes:

1. It makes clear who will be asked for feedback about the candidate for evaluative purposes.
2. It gives the candidate an opportunity to learn from members of the campus community without being judged in those interactions.

The search chair should follow the sending of the interview schedule with a phone call to inform candidates about the components of the on-campus interview during which they will be evaluated and the components of the on-campus visit when they will not. (As an example, a lunch with students could be used either to evaluate the candidate or not. Prior to the on-campus interview, both the students and the candidate should know the status of the lunch.) This discussion with the candidate could also take place during the invitation phone call between the candidate and search chair. The phone call is also an opportunity to ask about dietary preferences/restrictions, the need for accessibility accommodations, or any logistical requests during the visit.

The Provost's Office emails a packet of information to each tenure-track candidate prior to the interview. See the Resources section for sample interview schedules and the contents of the information sent by the Provost's Office.

6.1 CAMPUS VISIT CHECKLIST

- Arrange for transportation to and from airport and to and from guesthouse during the visit.
- Determine whether the candidate has any dis/ability accommodations that need to be met or dietary preferences/restrictions. Determine if the candidate has any logistical requests (bringing a nanny, will need to breast feed, bringing a spouse, etc.)
- Make arrangements for dis/ability accommodations and logistical requests. Arrange for someone to accompany the candidate to and from all meetings.
- Create an itinerary for each candidate's visit. Schedules should have the same content and activities for each candidate. They should include the name, rank, and department of each person the candidate will meet. The schedule should also note which meetings are non-evaluative. Make sure the schedules account for any dis/ability accommodations and logistical requests. Schedule breaks where the candidate will not meet with anyone, but has time to take a breath, or prepare for a demonstration.
- Ensure that there are both formal and informal ways candidates can interact with faculty and students. Social gatherings with faculty will allow visitors to observe and learn about department and College culture.
- Allow for candidate input into determining the schedule. Providing the candidate with information about the college as well as about different topics, groups, and organizations

associated with the college will enable candidates to determine issues of interest they could explore further during their visit to campus.

- Call the candidate two days prior to the interview to confirm and to determine if they have any further needs.

6.2 INTERVIEW SCHEDULE

See the Resources section for meal and travel guidelines.

The Interview Schedule **must** include the following **meetings**:

- A meeting with the department/search chair to provide an overview of the department, the teaching assignment, and the search timeline, etc. (30 minutes, non-evaluative);
- An interview with the full search committee (at least 1 hour, evaluative). See the Resources section for sample interview questions;
- An interview with the Provost (30 minutes, evaluative);
- An interview with the appropriate Dean (45 minutes, evaluative);
- An opportunity to talk with department majors (may be evaluative or non-evaluative); and If requested, a meeting with a Welcoming Community resource person (non-evaluative).

The Interview Schedule **must** include the following **components**:

- A classroom teaching demonstration (evaluative). The Dean will attend the teaching demonstration, please be in contact with Jenny Ress to confirm the Dean's availability;
- A campus tour (non-evaluative);
- A voluntary opportunity to attend Daily Sabbath at Christ Chapel (non-evaluative);
- A tour of the Saint Peter and Mankato area (non-evaluative);
- Meals with students or department members; meals may be used to fulfill the required meeting opportunities from above such as the meeting with students or the department chair and all meals should be non-evaluative, except those with students;
- At least one-half hour of free time prior to the teaching demonstration.

In the past, some departments organized the campus interview around individual evaluative meetings with department colleagues; <u>this is not an acceptable practice</u>. Search committee members have multiple one-on-one opportunities to talk with candidates, in a non-evaluative format, if they participate in other activities such as meals, airport trips, and tours.

The interview schedule **may** include the following components depending on position and candidate interest:

- A meeting with Director of Research and Sponsored Programs (30 minutes). Please send a copy of each candidate's CV and cover letter prior to the campus interview (non-evaluative);
- A tour of the library, ideally with the librarian who is the liaison for the department (non-evaluative);
- Attendance at a campus event—concert, play, athletic event; be mindful that candidates may feel pressure to accept invitations to such events (non-evaluative);

- A meeting over a meal or coffee with faculty from other departments and/or interdisciplinary programs with related interests (non-evaluative);
- An informal meeting with first and second year tenure-track faculty from other departments (non-evaluative);
- A research presentation—for some departments this is considered essential; for others, the candidate's research agenda and the question of the candidate's ability to explain her/his research is handled during the search committee interview (evaluative);
- A reception that includes several faculty members from other departments on campus or in the home of a department faculty member (non-evaluative).

6.3 TEACHING DEMONSTRATION

The purpose of a teaching demonstration is to provide search committee members the opportunity to assess a candidate's ability to explain discipline-specific material to an undergraduate audience. Students must be present for the teaching demonstration and must be asked for written feedback following the demonstration. Ideally, the demonstration will occur in a regularly-scheduled course rather than with students recruited for the occasion.

- Department/search chairs are responsible for providing candidates with clear and consistent information regarding the search committee's expectations of the teaching demonstration as well as the context (type of course, audience, etc.) for the demonstration. Each candidate must be given the same expectations, time frame, and type of demonstration. Departments may ask each candidate to teach a specific item from a course syllabus, in other words, to fit their demonstration into the midst of an on-going course. For instance, the Department of Physics asks candidates to prepare a demonstration that fits into a specific course syllabus and students are responsible for learning that material (and will be tested on the material).
- Departments may ask candidates to prepare a course demonstration that is relevant to the topic of the course rather than trying to fit the demonstration into the syllabus. Students may or may not be tested on this material.
- When scheduling disallows the above options, departments ask may candidates to prepare a class demonstration typical for the type of courses included in the job description though it is unrelated to the course in which the demonstration takes place. Students are typically not tested on this material.

An attempt should be made to make the teaching topic(s) equally difficult for all finalists; specifically, do not advantage one candidate by choosing a topic in his/her specialty. Additionally, do not ask all candidates to teach the same material or an identical topic.

When scheduling the teaching demonstration, search chairs must confirm that the hiring Dean can also attend. Whenever possible, the teaching demonstration should occur prior to the candidate's meeting with the Dean. The Dean attends the teaching demonstration in order to form a more complete assessment of the candidates.

6.4 ON-CAMPUS MEETINGS WITH CANDIDATES

Each person or group that is meeting with candidates (in an evaluative interaction) should create a list of interview questions they will ask all candidates in a structured interview format. Posing the same questions to each candidate ensures that you will collect comparable information from all candidates. Findings from research on interviews makes clear that structured interviews bring consistency to the interview process and foreground job-related characteristics. Performance in unstructured interviews tends to rely more upon social skills and personality.

When a group of people is interviewing a candidate together, decide beforehand how the questions will be divided among interviewers. As you divide the questions, be mindful that questions about diversity should not always be posed by women or members of historically underrepresented groups. Candidates should be allowed to do most of the talking during the interview.

Each person who meets with a candidate, whether for an evaluative or non-evaluative meeting, should be provided with the list of appropriate and inappropriate questions found in the Resources section.

DOES "CONSISTENCY" MEAN "EXACTLY THE SAME?"

Consistency in the campus visit is very important. Candidates should be asked the same interview questions, be provided the same opportunities to share their scholarly and teaching credentials, and generally receive the same high degree of welcome and attention during their visit.

At the same time, an unexamined assumption that every candidate should be treated exactly the same may unintentionally favor some candidates over others. Some candidates will have ample opportunity to meet with potential colleagues who share salient demographic characteristics and interests (e.g., white candidates in predominately white departments; male candidates in predominately male departments). Unless specifically built into the process, underrepresented candidates often don't have the same opportunity to learn about the experience of those who share their salient demographic characteristics or interests.

Any candidate may have an interest in learning about aspects of the campus and/or larger community to help them gauge whether Gustavus is a good fit for them. Building in opportunities for candidates to gather this information can greatly enhance their campus visit. Inviting all candidates to express their interest in meeting with representatives from academic departments, identity groups, or community resources can help you design a campus visit that will best meet their needs. These meetings are with individuals who are not part of the search process and therefore are not part of the evaluation process.

6.5 SOLICITING AND INTEGRATING FEEDBACK FROM STAKEHOLDERS

Each member of the search committee must participate in the interview, teaching demonstration, and research presentation (if one occurs). With the permission of the candidate, the teaching demonstration and research presentation can be recorded, if needed. If an event is missed/not viewed by a search committee member, that member may not deliberate with regard to that event during the proceedings.

Search committees find student/faculty/staff feedback to be useful during the deliberation process. **Feedback should be collected from individuals involved in the formal candidate evaluation components of the on-campus visit**. **Feedback should not be collected from individuals involved in the non-evaluative components of the on-campus visit; if provided, it should not be considered.** Each committee member and person who spends time with the candidate **in an evaluative meeting** should be provided an evaluation/rating form. **These forms should ask interviewers to provide feedback on specific criteria of the position, rather than general or overall impressions.** The practice of requiring criteria-related feedback minimizes several forms of implicit bias and increases the likelihood of fair assessments of candidates. Feedback forms can be distributed and collected at the teaching demonstration or emailed at a later time to all students who attend the demonstration. Feedback forms should also be provided to faculty/staff members who participate in evaluative meetings and who are not members of the search committee. See the Resources section for feedback form examples.

Input from stakeholders can be both useful and challenging. One of the most useful aspects of stakeholder input is that it can represent diverse viewpoints that are not present in the committee. The challenge is that stakeholders are not usually involved in search committee discussions on selection criteria. In addition, some stakeholders may have had contact with only some of the candidates. Others may offer only their conclusions, rather than evidence: "this candidate is the perfect fit." Finally, it may be difficult to determine whether stakeholder input has been influenced by unreliable information such as hearsay or stereotypes.

Stakeholder perspectives can help you determine if you need more data. You may need to engage in further reference checking or revisit the larger applicant pool if stakeholders:

- Strongly support an applicant the committee finds unacceptable
- Strongly object to an applicant the committee finds acceptable
- Identify an important area of strength or concern that the committee has not addressed.
- Raise concerns about the applicant's interactions with people from a particular identity background.

6.6 EVALUATING THE ON-CAMPUS INTERVIEWEES

Individual Evaluation

As soon as possible following each candidate visit, each search committee member should evaluate each individual candidate with the rubric and grid. It is critical that candidates continue to be evaluated using the original selection criteria. Avoid comparison evaluations within the rubric, comparisons will occur during the search committee's final decision meeting.

Committee Evaluation

The search committee should meet as soon as possible after the completion of the interviews so that information is fresh, the process continues moving efficiently, and candidates are contacted in a timely manner. Adherence to the recommended practices highlighted in earlier stages remains important here: awareness of implicit bias, a focus on the agreed upon selection criteria, a commitment to considering all points of view, and a commitment to articulating specific job-related rationale as a basis for candidate assessments.

This stage of the selection process is particularly vulnerable to unintended bias because the stakes are high as the process narrows in focus to a small number of candidates. Search committee members may be invested in different candidates, which may lead to tension or conflict on the committee. Therefore, deliberations in the committee meeting should focus on each candidate's ability to meet the required and preferred criteria prior to engaging in comparative analysis.

At this point, the conversation often turns to determining whether the candidate is a "good fit" for the department. This is a good time to revisit the selection criteria to assure that "good fit" is assessed consistently, fairly and with the selection criteria as a reference point.

At the conclusion of the search committee's deliberations, the search chair submits a list of criteria-related strengths and weaknesses for each candidate to the Dean, indicating whether each candidate is an acceptable hire for the position. If a candidate is unacceptable to the committee, they are no longer under consideration for the job, even if all acceptable other candidates decline a position offer. The LASR will provide an independent assessment of the search through a written report on the candidates' qualities as a teacher, advisor, and colleague at a liberal arts college as an assessment of the search process to both the Provost and the Search Committee.

6.7 RESOURCES

The following resources are available online:

- Appropriate and inappropriate interview questions
- Materials included in the candidate informational packet
- Sample candidate visits
- Travel and expense guidelines
- Additional guidelines for non-tenure-track searches
- Sample feedback form

7.0 SEARCH WRAP-UP

7.1 MAKING THE JOB OFFER

The Provost receives candidate information from the Search Committee via the hiring Dean. As stated in *Faculty Manual* Section 3.1.3 "Faculty status and related matters are primarily a faculty responsibility; this area includes appointments … on questions of faculty status as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail." Consistent with this faculty responsibility, if recommendations from the Search Committee and information from the LASR are in alignment with the Provost's assessment of the top candidate, the Provost will direct the hiring Dean to make the offer to that candidate. In cases where the recommendations from the Search Committee and LASR are not in alignment, where the Provost's assessment of the top candidate is that they are not acceptable for hire, or where procedures for a fair, equitable, and inclusive search have not been followed, the Provost will provide rationale in writing and seek additional information from the Search Committee to achieve resolution according to these principles:

1. The Search Committee owns responsibility for disciplinary expertise and for aspects of the search that pertain to disciplinary knowledge and practices;
2. The Provost owns responsibility for upholding the institutional mission and the strategic priorities of the College;
3. The LASR, a member of the search committee, provides independent assessment to the Provost and to the Search Committee concerning the search process, along with additional written assessment on the candidates' qualities as a teacher, advisor, and colleague at a liberal arts college.
4. The Search Committee and the Provost will have a mutual veto in deciding which candidates are not acceptable for hire. That is, an offer of employment will be made only to a candidate who is acceptable to both parties.

If the entire search committee is unavailable during discussions, the Provost will work with the Search chair on resolution, informing the entire search committee of the status of the discussions in a timely manner.

The final responsibility for the hire rests with the Provost, who, as an officer of the college, in keeping with the best practice of U.S. institutions of higher education, which seek to protect Search Committees and individual faculty from legal action, thereby protecting the integrity and confidentiality of the Faculty Search Committee.[2]

The search committee chair will be informed when the offer is made.

To ensure a compelling and competitive offer, during the later stages of the search or in conversation prior to making the job offer, the search chair should communicate to the Dean any recommendations seen to be important to a potential offer: start up support, teaching load, dual career issues, assigned space, salary, credit towards tenure, travel and other research support. Following the offer of employment, candidates are allowed 7-10 days to respond to the offer. During the negotiation period, we ask the search committee and department members to refrain from initiating contact with the candidate. However, if a candidate initiates contact, search committee members are free to respond.

The candidate's experience during the negotiation stage of the process may still influence whether or not they decide to accept the offer. If contacted by the candidate after the job offer, search chairs and department faculty should promptly respond to any queries or address concerns they may have. In

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[2] . This is proposed *Faculty Handbook* language stemming from the May 2019 meeting of the Faculty Senate, and is subject to change.

addition, they should share departmental enthusiasm for the strengths the candidate will bring to the department.

Occasionally, a candidate may wish to make an additional visit to campus, at their own expense. In this event, the department/program should accommodate this visit, along with any meetings requested.

Candidates who accept our offer of employment receive a letter of intent from the Provost's Office. This letter includes the following information specific to their offer: salary, tenure timeline, moving expenses, library allocation, computer request information, and start-up package. Candidates must sign and return the letter within 10 days of receipt. The search chair and administrative assistant will receive notification when the signed letter of intent is received, or when the rejection of offer is received. If an offer is rejected, the Dean or Provost will contact the search chair to confirm agreement about the next candidate offer. The search is not complete and we do not notify other candidates of the search outcome until we have a signed letter of intent.

When Gustavus hires a candidate who has not completed the terminal degree, that individual receives a letter that indicates the salary and rank if the dissertation is successfully defended by September 30 of their first year and a lower salary and rank if there has not been a successful defense by that date. The contract and the degree deadline are explained to ABD candidates at the time the offer is made by the Dean.

Once the search is complete, department members can tell other campus constituencies that the search is complete and offer congratulations to the candidate. No external communication should occur until non-successful candidates are notified.

7.2 EVALUATION OF THE SEARCH PROCESS

The Provost's Office will send out a survey asking for feedback about the search process once most of the tenure-track searches have been completed in a given year. Addressing the following questions will be helpful for the department/program and the Provost's Office.

- Did the committee use the suggested practices?
- What parts of the search process worked well?
- What parts did not work well? How might they be improved?
- Was the applicant pool diverse? Could the job description have been constructed in a way that would have brought in a broader pool of applicants?
- Could the department/program have recruited more actively?
- Were any promising candidates discovered during this search? If so, keep these individuals on file for future searches.
- How did the finalists perceive the recruitment process? Brief interviews with the finalists can yield valuable feedback. In particular, if a candidate turns down the offer, ascertaining what may have helped them say yes could be useful in the future.

7.3 RECORDS RETENTION

At the beginning of a search, the search chair will receive a Search Summary Form from the Provost's Office. The form must be filled out and submitted to the Provost's Office at the conclusion of the search. Federal regulations and College policy (see the Record Retention and Destruction Policy online at: https://gustavus.edu/facultybook/allcollegepolicies/#recordRetention) require that all applications be retained upon the conclusion of a search for three years. This does not mean that we must revert to the files when positions become vacant, although they may be available. It simply means that the records must be retained in order to defend hiring decisions, if necessary. Records may also be needed to support a Permanent Work Authorization petition for a foreign born faculty member.

7.4 AFFIRMATIVE ACTION REPORTING

As stated in the Gustavus Mission Statement, "The College aspires to be a community of persons from diverse backgrounds who respect and affirm the dignity of all people." In accordance with Gustavus's certified affirmative action plan, at the conclusion of each search, the search chair is responsible for affirmative action reporting through the College's online application system. Instructions for closing the search are available from Shanon Nowell (snowell@gustavus.edu or x7541).

7.5 WELCOMING THE NEW FACULTY MEMBER

When teaching schedules for the incoming faculty member's first year are submitted, department chairs must ensure that the teaching schedule allows the new faculty member to attend New Faculty Orientation sessions organized by the Kendall Center for Engaged Learning. These sessions take place on Thursdays from 12:30-1:20 p.m.

Historically, both at Gustavus and in the academy generally, new faculty members were expected to assimilate into the existing culture of their department or program by conforming to the norms of the existing faculty group. This practice greatly diminishes the benefits of diversity in research, teaching styles, past experiences, life stories and cultural lenses. A growing body of research indicates that diverse working groups are stronger than homogenous groups in terms of production, creativity, and innovation.

Underrepresented faculty also experience a set of challenges that majority faculty don't, including (a) implicit expectations that they should work harder than their colleagues, (b) expectations from students, faculty, and administrators that they serve as a primary resource for racial, ethnic or gender issues within the department or the college; (c) treatment as a "token" representative on committees; (d) having their identity as a woman, person of color, or other underrepresented identity supersede their professional capacities and accomplishments (Smith et al., 2002; Turner, 2002).

Mitigating these challenges requires departments to develop plans for thoughtfully integrating new colleagues into the life of the department/program and college. Note that this may require the life of the department/program and/or the college to look different than it historically has; this is an opportunity, not a problem. Department chairs should be in touch with the new colleague to see what attracted the person to the position, what needs can be anticipated in advance, and what resources and support can be provided. Finally, the department should proactively consider how the colleague may diversify the department and support this diversification as it occurs.

The goal is to welcome the new colleague into the college, help them feel at home, and help them take and feel ownership over their role at the college. Please contact the Kendall Center Faculty Associate for New Faculty Programming for further ideas and support in integrating the new colleague into the college.

In order to focus attention on teaching and scholarship, new faculty members should not normally take on advising or service work during the first year of the appointment.

7.6 NOTIFYING CANDIDATES NO LONGER UNDER CONSIDERATION

Please do not neglect this important task. It is important to extend this courtesy to all applicants. Timely notifications reflect well on Gustavus and your department (see the Resources section for email templates). There are three points at which notification takes place:

1. After the initial screening. Departments that receive a large number of applications (+50) usually notify candidates who are no longer being considered for the position after the initial screening. This correspondence is typically sent via email.
2. After the telephone interview. Typically, candidates who participate in telephone interviews are notified that they will not be invited to campus or offered the position only after the position has been accepted by another candidate. This correspondence may be sent in hard-copy or via email.
3. After the campus interview. The search chair should email or telephone candidates who were invited to campus but not offered the position to express thanks for their interest in Gustavus, inform them that another candidate has accepted the position, and offer best wishes in their job search. The search chair may not offer additional information to the applicant regarding the candidate hired or feedback from the candidate's interview. This notification should not occur until the position is accepted by another candidate and we have received the signed letter of intent.

7.7 RESOURCES

The following resources are available online:

- After the initial screening
- After the conference or telephone interview
- After the campus interview

8.0 BIBLIOGRAPHY

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